



# THE EXAMINER

February 2003 — Volume 8

## Streamlined "Licensure by Credential" Successful

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With the passage of new legislation, the Board launched licensure by credential in late August 2002. The Board has successfully streamlined the licensure process for experienced psychologists who hold an American Board of Professional Psychology diplomate ("ABPP"), a Certificate of Professional Qualification in Psychology ("CPQ") or a National Register of Health Service Providers in Psychology ("NRHSPP") credential.

While an ABPP diploma has long exempted diplomates applying for licensure in Arizona from having to document certain aspects of their education and from the licensure examination, it now

exempts them from also having to verify their internship and postdoctoral training. Likewise, psychologists licensed at least five years in another state who hold a CPQ or NRHSPP credential no longer need to go through the arduous task of locating supervisors and hunting for course descriptions of classes taken decades ago. Credentialed applicants need only have a verification of their credential sent to the Board from the agency that issued their credential, have a verification of any other psychology licenses they hold in others states sent to the Board, and to complete the six page application form. (That's nine less pages of forms that have to be filled out—a 60%

reduction in paperwork!)

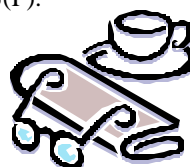
Not only are the education, training and the forms streamlined for credential-based applications, but so is the Board approval process. Based on new rules and procedures, Board staff reviews these applications, which are largely a matter of making sure that the appropriate documentation has been received and that there are no red flags such as criminal convictions or unprofessional conduct in another state. In the event that an applicant would have such a problem, the application would go to the Board members for their decision.

*(Continued on page 2)*

## Contemplating Retirement or Inactive Status?

If you intend to retire your psychology license this renewal period you will need to notify the Board in writing. One way to do this is to return the Licensure Renewal Application to the Board, signing the section entitled "Notification of Retirement or Voluntary Expiration of License." No renewal fee is required, and you may expect no further contact from the Board. According to the Board statutes, you must then

describe yourself as retired and may not practice as a psychologist, A.R.S. § 32-2073(F).



Note that retirement is not the same as going on inactive status. With Inactive status you can place your license "on hold" and return to Active status later by

demonstrating that you've completed the continuing education requirements and payment of the Active renewal fee. Expired licenses have a one-year grace period to reinstate the license. A psychologist whose license has lapsed or expired or who has retired would have to submit a re-application for licensure and meet the Board's current licensure standards to be actively licensed in Arizona again.

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## Public Member's Perspective

Joseph C. Donaldson

Not only do I fill a requirement of Arizona State Law as it applies to the Arizona Board of Psychologist Examiners, but I also bring a public or user of services perspective to be considered to the Board as the Board deliberates complaints brought against psychologists. From a personal point of view, I take very seriously the duty I have accepted and consider it a great honor to be called upon in this manner to serve the State of Arizona and its citizens.

I could fill the following lines with usual rhetoric and bore you to death. Your time is valuable and so is mine. So let's get down to perspective. Being a member of this Board is a very draining function. First, there is a mountain of reading for practically every complaint that comes to each Board member before the actual discussion in public. This complaint background must be read in preparation before hearing the case. As you read each complaint you become involved in the circumstances surrounding the complaint. You feel the

essence of what makes the client tick and you feel the caring and sometimes the frustrations of the psychologist as both work to find health.

Second, as you listen to the case as it is presented, you begin to form an opinion of whether the complaint is valid or not. As you form that opinion, you realize the importance and ramifications of the decision to which you are about to contribute. In one instance, a psychologist will be forever marked by a violation of ethics or law and a client will feel satisfaction in a wrong being righted. And in another instance, a psychologist will be vindicated of the complaint.

Third, the unseen cost to the Board member is a draining of human strength. As the day unfolds and complaints

are considered, weariness sets in. This work, as I will call it, is unlike any other work I have performed. Because it involves the lives of people, you take a more personal interest in the outcome. Each case is different and each case because of the different

circumstances takes a different toll. For me, complaints involving children take the most toll.

Each case demands your full attention and careful consideration of the facts. As a public member, I try to see the complaint from the public perspective. Is the client being truthful? Is the psychologist being genuine with the client, as I would expect, if I were the client? Does the client have an unspoken agenda? Many questions whirl around in deliberation attempting to establish the truth. Two lives hang in the decision.

You have to admire a

psychologist who works to find solutions by getting within the very essence of the individual yet honors the bounds of professional ethics. At these times the client is most vulnerable. When a psychologist violates those rules of professional ethics, they commit a grievous violation of personal trust. Unfortunately, such conduct reflects on all professional psychologists and must be dealt with firmly. Such a public trust can not be compromised under any circumstances.

Finally, after the decisions have been rendered and consequences applied if warranted, I return home to Flagstaff my mind reliving the proceedings of the past two days. I feel good about the decisions the Board has made. We have all worked hard at determining the validity of each complaint. I welcome the return to my hometown job in Flagstaff.

Joseph C. Donaldson is one of three public members of the Board and is the Mayor of Flagstaff, Arizona.

## Streamlined Licensure

*Continued from page 1*

To date, only the licensing staff has needed to review all credential-based applications, and none have been denied. This process has significantly reduced the amount of time it usually takes to apply. On average it takes 80 days to get approved by the Board for a license or for examination. Licensure by credential applications have averaged only 17 days, however, and one psychologist was even approved one day after his

application was received! Here are some more statistics: Twenty out the 81 applications for licensure received last year were credential-based applications, and the Board only began receiving those in late August 2002. All twenty of these psychologists have been licensed and all feedback regarding the credential-based licensure process has been positive. Sixteen out of 20 of credential-based applicants applied by means

of the CPQ; three by means of the NRHSPP credential, and one was an ABPP diplomate. These licenses come from states like New York, Florida, Washington, California, and everywhere in between. The average age of these licensees is 55 and 70% are male.

Arizona has joined 32 other states and the District of Columbia that currently accept or is in the process of accepting the CPQ. We are also one of 17 states plus the

District of Columbia that currently accept or is in the process of accepting the National Register of Health Service Providers credential to streamline licensure mobility. While it is unclear how many other states accept the ABPP diploma for streamlined licensure, Arizona has become one of the few states to accept all three credentials for licensure mobility. In part due to the licensure by credential, the Board is expecting a 30% increase in the number of new licenses issued.

## New Licensees of the Board

On behalf of all Arizona licensed psychologists, the Board welcomes our 62 newest licensees who have been licensed since our last newsletter was published (Summer 2002):

Ackley, Margaret, Ph.D.	North Carolina
Archambeau, Elaine, Ph.D.	Tucson
Berg, Paul, Ph.D.	Tucson
Bicicchi, Katherine, Psy.D.	Anthem
Brandon, Marianne, Ph.D.	Maryland
Brown, Norma, Ph.D.	Washington
Burows, Deborah, Ph.D.	Scottsdale
Carey, Marissa, Ph.D.	Tucson
Champion, Kelly, Ph.D.	Phoenix
Cherry, Eugene, Ph.D.	Apache Junction
Day, James, Psy.D.	Scottsdale
DiGiovanni, Joan, Ph.D.	Tucson
Donaghy, Kathleen, Ph.D.	Phoenix
Duckro, Paul, Ph.D.	Tucson
Ennis, James, Ph.D.	Scottsdale
Farr, Robert, Ph.D.	New York
Fero, David, Ph.D.	Prescott
Fielder, Katherine, Ph.D.	Phoenix
Flugstad, Kristen, Psy.D.	Flagstaff
Froming, Karen, Ph.D.	California
Gale, Shawn, Ph.D.	Phoenix
Gallagher, Sandra, Ph.D.	Tucson
Garcia, Alicia, Ph.D.	Phoenix
Gibeau, Edward, Ed.D.	Michigan
Harrison, Patricia, Ph.D.	Tucson
Hart, Sarah, Ph.D.	Tempe
Heathcote, Astrid, Psy.D.	Phoenix
Hitt, Sabrina, Ph.D.	Tucson
Hodge, Elaine, Ed.D.	Prescott
Irwin, Donald, Ph.D.	Tucson
Kelly, Sonya, Ph.D.	California
Kilbourn, Kristin, Ph.D.	Flagstaff
Kroese, Judith, Ph.D.	Tucson
Littlefield, Kenneth, Psy.D.	Wickenburg
Marks, Glenn, Ph.D.	Tucson
Martin-Causey, Tamara, Ph.D.	Cave Creek
Martiny, Brita, Ph.D.	California
Maxwell, Barbara, Ph.D.	Phoenix
McClelland, James, Psy.D.	Tucson
McLean, Carol, Ph.D.	Scottsdale
Messer, Larry, Psy.D.	Chandler
Morris, Christopher, Ph.D.	Chinle
Peppers, Lisa, Psy.D.	Georgia
Picus, Jamie, Psy.D.	Wisconsin
Ramirez, Julio, Ph.D.	Tempe
Reiff, Steven, Ph.D.	Scottsdale
Reimer, Dina, Psy.D.	Cave Creek
Richardson, Susan, Ph.D.	Germany
Ruelas, Shelley, Ph.D.	Tempe
Russek, Linda, Ph.D.	Tucson
Short, Dan, Ph.D.	Phoenix
Stetson, David, Ph.D.	New York
Stevenson, Mark, Ph.D.	Phoenix
Sweet, John, Ed.D.	Phoenix
Sydeman, Sumner, Ph.D.	Flagstaff
Tays, Timothy, Ph.D.	Scottsdale
Thompson, Donald, Ed.D.	Sun Lakes
Thompson, Thomas, Ph.D.	New Mexico
Walsh, David, Psy.D.	California
Zahn, Thomas, Ph.D.	Tucson
Zecharia, Sarette, Ph.D.	Scottsdale
Zimmerman, Gretchen, Psy.D.	Phoenix

## Publications, Services, Etc. Available from the Board

- **Statutes and Rules**— The most current version of the Board's statutes became effective on August 22, 2002. Revised rules become available and effective April 12, 2003. *Current statutes and rules available online or \$5 for a hardcopy.*
- **Licensee Mailing List**— *Forms available online, \$0.25/name for names and addresses. \$.035/name for a customized list.*
- **Duplicate License Receipt**— \$5.
- **Duplicate Frame-able License Certificate**— \$25.
- **Copies of Records**— \$0.25/page.
- **Board meeting minutes**— \$0.25/page.
- **License Verifications**— \$2 for written verification.
- **Consumer Guide**— Free.
- **Audio recordings of Board meetings**— \$10 per CD, tape or \*.wav file (via E-mail).



Want a new frame-able license certificate for your home office or an additional office? Order one from the Board today!

## 2003 Board Meeting Schedule

**February 7-8**

**April 4-5**

**June 6-7**

**August 1-2**

**October 3-4**

**December 5-6**

Board meetings usually begin at 8:30 a.m. Check the website, [www.psychboard.az.gov](http://www.psychboard.az.gov), for agendas. There is a "Call to the Public" typically at 8:45 a.m. on Friday during which any person may address the Board on any subject, for five minutes. However, the Board may not discuss, consider, or take action at this

## Revised Rule on Continuing Education

The Board's revised continuing education (CE) requirements are provided below as a courtesy to licensees. New provisions include the requirement that four hours of CE be in the area of ethics, under Category I. Category II was expanded to include CE credit for courses, workshops, seminars or symposia for professional growth and development as a psychologist or enhancement of psychological practice, education and administration. Other minor changes were also made for clarity. The revised Rules becomes effective April 12, 2003. **Therefore, you will be responsible for the four hour ethics CE requirement during the next renewal period, May 1, 2003 to April 30, 2005, if you wish to maintain your license on Active status or reactivate your license.**

### R4-26-207. Continuing Education

- A. A licensee shall complete a minimum of 60 hours of continuing education during each two-year license renewal period. One clock hour of instruction, training, preparation of a published book or journal article, or making a presentation equals one continuing education credit.
  1. A psychologist licensed for less than two years shall earn continuing education credit based on the number of weeks remaining between the date of the psychologist's licensure and May 1 of the next renewal year.
  2. Continuing education hours are prorated from the date of the Board correspondence notifying an applicant of approval for licensure. To calculate the number of continuing education hours that a new licensee must obtain:
    - a. Count the number of weeks between the week following the date of new licensure notification and May 1 of the next renewal year;
    - b. Divide the number of weeks by 104, the total number of weeks in the renewal period; and
    - c. Multiply that number by 60, the total number of continuing education hours required.
  3. The same method specified in subsection (A)(2) is used to calculate the minimum number of continuing education hours required in each of the categories listed in subsection (B). Calculations that result in a fractional number are rounded to the next largest whole number.
- B. During the two-year license period, a licensee shall obtain a minimum of 40 hours from Category I as described in subsection (B)(1). A licensee shall obtain a minimum of four of the 40 hours in professional ethics as described in subsection (B)(1)(a). The other 20 required continuing education hours may be from Category I or Category II.
  1. Category I consists of:
    - a. Post-doctoral study sponsored by a regionally accredited university or college as listed in A.R.S. § 32-2071(A)(1), that provides a graduate-level degree program, or a course, seminar, workshop, or home study with certificate of completion, or a continuing education program offered by a national, international, regional, or state association, society, board, or continuing education provider, if:
      - i. At least 75% of the program is related to the "practice of psychology" as defined in A.R.S. § 32-2061(A)(8); and
      - ii. A program's instructor meets the qualifications stated in subsection (C);
    - b. Attending a Board meeting. A licensee shall receive four continuing education hours for attending a full-day Board meeting and two continuing education hours for attending a half-day Board meeting. A licensee shall complete documentation provided by the Board at the time the licensee attends a Board meeting. The Board shall not accept more than 10 continuing education hours obtained by attending a Board meeting from a licensee for each renewal period; and
    - c. Serving as a complaint consultant. A licensee who serves as a Board complaint consultant may receive continuing education hours equal to the actual number of hours served as a complaint consultant up to a maximum of 20 continuing education hours per renewal period.
  2. Category II consists of:
    - a. Self-study or study groups for growth and development as a psychologist;
    - b. Publication of authored or co-authored psychology books, psychology book chapters, or articles in peer-reviewed psychology journals;
    - c. Presentation of symposia or papers at a state, regional, national, or international psychology meeting;
    - d. Attendance at or participation conferences; or
    - e. Courses, workshops, seminars, or symposia for professional growth and development as a psychologist or enhancement of psychological practice, education or administration.
- C. The Board shall not approve continuing education unless the continuing education instructor:
  1. Is currently licensed or certified in the instructor's profession or works at least 20 hours each week as a faculty member at a regionally accredited college or university, as listed in A.R.S. § 32-2071(A);
  2. Is a fellow as defined in R4-26-101 or a diplomate as defined in R4-26-101; or
  3. Demonstrates competence and expertise in the subject or material the instructor teaches by having an advanced degree, teaching experience, work history, authored professional publication articles, or presented seminars in that subject or material.
- D. A licensee who organizes and presents a continuing education activity shall receive the same number and

(Continued on page 5)





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- category of continuing education hours described in subsection (B) as those persons attending the continuing education activity. The Board shall not allow credit more than once in a two-year license renewal period for organizing and presenting a continuing education function on the same topic or content area.
- E. A licensee elected to an officer position in an international, national, regional, or state psychological association or society, or appointed to a government psychology board or committee, shall receive 10 Category I continuing education hours equal to the actual number of hours served in the position up to a maximum of 10 hours per renewal period.
  - F. Each licensee shall keep the following documents that substantiate completion of continuing education hours for the two previous consecutive license renewal periods:
    1. A certificate of attendance;
    2. Statement signed by the provider verifying participation in the activity;
    3. Official transcript;
    4. Documents indicating a licensee's participation as an elected officer or appointed member as specified in subsection (E); or
    5. A signed affidavit to document self-study activity that includes a description of the activity, the subject covered, the dates, and the number of hours involved.
  - G. The Board may audit a licensee's compliance with continuing education requirements. The Board may deny renewal or take other disciplinary action against a licensee who fails to obtain or document required continuing education hours. The Board may discipline a licensee who commits fraud, deceit, or misrepresentation regarding continuing education hours.
  - H. A licensee who cannot meet the continuing education requirement for good cause may seek an extension of time to complete the continuing education requirement by submitting a written request to the Board, including the renewal fee.
    1. Good cause is limited to licensee illness, military service, or residence in a foreign country for at least 12 months of the license renewal period.
    2. A licensee shall submit a request for extension on or before the expiration of a license. The Board shall not grant a time extension longer than one year.
    3. A licensee who cannot complete the continuing education requirement within the time extension may apply to the Board for inactive license status under A.R.S. § 32-2073(E).
  - I. The Board shall not allow continuing education hours in excess of the 60 required hours to be carried beyond the two-year renewal period in which they were accrued.
  - J. Courses, workshops, seminars, or symposia designed to increase income or office efficiency are not eligible for continuing education hours.

## Getting Renewals Right

### Avoiding Common Licensure Renewal Problems

Licensure Renewal Applications will be mailed out early March. To avoid problems renewing your licensure or having your application returned, take care not to make the following common renewal mistakes, which include omissions, incomplete information and lack of signatures:

- Application for License Renewal not enclosed
- No fee enclosed
- Pink Confidential Information sheet not enclosed
- Application for License Renewal not completed
- Pink Confidential Information sheet not completed
- Application for License Renewal page 4 not completed for Inactive status
- Application for License Renewal not signed
- Check not signed
- PO Box as home address (Must provide residential address)
- Home/residential address not provided
- Insufficient or no continuing education hours completed
- License has expired. (Renewal submitted or postmarked after April 30, 2003 and licensee must pay an additional \$200 late penalty.)

Be sure to update your mailing address with the Board, if necessary, to receive your renewal notice and application. "A notice of renewal is fully effective by mailing the renewal application to the licensee's last known address of record in the Board's file," A.R.S. § 32-2074(B).

### Future Newsletters

If there is an issue you would like to see addressed in THE EXAMINER, please submit your suggestions in writing to the Board office by e-mail, mail or fax.

# Actions Taken by the Board

(Since Summer 2002 newsletter)

Docket No.	Psychologist	Status
2001-033	Wiggins, Alfred	<b>Letter of Concern:</b> In the future, when supervising post-doctoral trainees, must be better informed as to his supervisory responsibilities and immediately report any serious violations to the Board.
2001-036	Christiano, Daniel	<b>Letter of Concern:</b> Hastily read and signed an affidavit prepared by the father's attorney which contained several inaccuracies.
2001-037	Beck, John, Jr.	<b>Letter of Concern:</b> Included inaccurate details and inadequately addressed contradictory information in his reports on W.Z. and J.B.
2001-046	Harnell, William	<b>CENSURED</b>
2001-047	Luick, Anthony	<b>CENSURED; FINED \$2,500</b>
2002-002	Prince, David	<b>Dismissed</b>
2002-005	Bover, Clayton	<b>CENSURED</b>
2002-009	Angulo, Julio	<b>Dismissed</b>
2002-010	Gaughan, Daniel	<b>Dismissed</b>
2002-011	Ford, Robin	<b>Dismissed</b>
2002-012	Harper, Freda	<b>Dismissed</b>
2002-013	German, Michael	<b>Dismissed</b>
2002-014	Lavit, Ronald	<b>Letter of Concern:</b> His test scoring contained errors, suggesting that either he exhibited a lack of attention, or that he did not verify the work of the person or persons who scored the test; tests were administered to people who were charged for the testing, but he consistently failed to include much of the testing information in his custody reports, without any explanation; he interpreted test data in an inconsistent manner; he failed to list in his custody reports the name(s) of consultants or others who assisted him with custody evaluations; several of his custody evaluations failed to follow his own standard protocols; he made recommendations in his custody reports that are not supported by the data; he failed to distinguish between facts and allegations in his custody reports; his billing records used vague terms such as "consultation" for multiple entries and did not clearly identify the service that he performed; clients frequently had to wait in his office for long periods of time and he often failed to appear at all for scheduled appointments without prior notice to clients; he solicited the attorney of a person involved in a custody matter to intervene with that person to discourage the person from filing a complaint with the Board; he accepted more clients than he could handle, resulting in lengthy evaluations and untimely completion of reports; the concerns described above demonstrate a consistent pattern of disregard for the needs of the persons evaluated, which added to the tension and stress of these families.
2002-015	Lavit, Ronald	Same as Case Nos. 02-14 and 02-21
2002-016	O'Brien, Kevin	<b>Dismissed</b>
2002-017	Artiola, Lidia	<b>Letter of Concern:</b> Her report regarding J.E. was incomplete in that it did not include the fact that she explored the client's risk factors. As written, the report called for immediate intervention, but made no provisions for immediate follow-up. The Board was also concerned that she sent the Personality Assessment Inventory test home with the client. Further, she should be conscientious in the interpretation of test scores.
2002-018	Jenkins, Michelle	<b>CONSENT AGREEMENT:</b> (Non-disciplinary--Will not renew license)
2002-019	Metellus, Leslie	<b>INTERIM ORDER</b>
2002-020	Thal, James	<b>Dismissed</b>
2002-021	Lavit, Ronald	Same as Case Nos. 02-14 and 02-15
2002-022	Kieffer-Andrews, Marilyn	<b>Dismissed</b>
2002-023	Ketchel, Marta	<b>Dismissed</b>
2002-024	McPhee, David	<b>Dismissed</b>

Docket No.	Psychologist	Status
2002-025	Mann, Nancy	<b>Letter of Concern:</b> In the future, she should, upon written request, provide records in a timely fashion, or, if not possible, contact the client and provide an explanation.
2002-026	Youngjohn, James	<b>Dismissed</b>
2002-027	Flynn, Todd	<b>Dismissed</b>
2002-028	McDevitt, Sean	<b>Dismissed</b>
2002-029	Goula, John	<b>Dismissed</b>
2002-030	Metellus, Leslie	Same as Case No. 02-19
2002-031	DiBacco, John	<b>Dismissed</b>
2002-032	Saslow, Susan	<b>PROBATION; 12 HRS. C.E.</b>
2002-033	Kalas, Kim	<b>Dismissed</b>
2002-034	Drydyk, Steven	<b>Dismissed</b>
2002-035	Fidler, Walter	<b>Dismissed</b>
2002-036	Burns, Nancy	<b>Dismissed</b>
2002-037	Samuels, Richard	<b>Dismissed</b>
2002-038	Stapert, John	<b>PROBATION; RESTITUTION</b>
2002-039	Glassman, Joel	<b>Dismissed</b>
2002-040	Evans, Harry	<b>CONSENT AGREEMENT: FINED \$300</b>
2002-041	Ford, Robin	<b>Ongoing</b>
2002-042	Youngjohn, James	<b>Dismissed</b>
2002-043	Anderson, David	<b>Dismissed</b>
2002-044	Yee, Brian	<b>Dismissed</b>
2002-045	Middaugh, Anne	<b>Dismissed</b>
2002-046	Lusk, Della	<b>Dismissed</b>
2002-047	Ronstadt-Martinez, Edward	<b>Letter of Concern:</b> His cancellation policy regarding missed appointments was overly restrictive and he did not adhere to Medicare claim submission requirements for a Medicare eligible patient.
2002-048	Berry, Franklin	<b>Letter of Concern:</b> In his handling of this case, and by not contacting J.K., he appeared to have aggravated the very interpersonal conflict that he was trying to prevent.
2002-049	McCauley, Pamela	<b>Dismissed</b>
2002-050	Allinder, Rose	<b>Dismissed</b>
2002-051	Flynn, Todd	<b>Dismissed</b>
2002-052	Cheifetz, Lorna	<b>Dismissed</b>
2002-053	May, Anne	<b>Dismissed</b>
2002-054	Bernat, Gloria	<b>Dismissed</b>
2002-055	Lavit, Ronald	<b>Informal Interview</b>
2002-056	Glassman, Joel	<b>Dismissed</b>
2002-057	Maselli, David	<b>Dismissed</b>
2002-058	Artiola, Lidia	<b>Dismissed</b>
2002-059	Glassman, Joel	<b>Ongoing</b>
2002-060	Gaughan, Daniel	<b>Dismissed</b>
2002-061	Drake, Celia	<b>Dismissed</b>
2002-062	Hansen, Thomas	<b>Dismissed</b>
2002-063	Moran, John	<b>Dismissed</b>
2003-001	Bayless, Michael	<b>Ongoing</b>
2003-002	Peterson, Ronald	<b>Dismissed</b>
2003-003	Cuddeby, Gordon	<b>CONSENT AGREEMENT: FINED \$300</b>



## Should You Be A Supervisor?

You may have all been there once, a budding psychologist in need of practical supervised internship or postdoctoral training. As a supervisee, you functioned under the extended authority of your licensed psychologist supervisor while in training to provide psychological services. Perhaps now you have considered supervising the next generation yourself, but have wondered what you would need to know. Training standards may have evolved since you were trained and gotten more complicated, leaving you wondering what would supervision entail.

There is certainly a need for supervisors for internship and postdoctoral training and this article is intended to provide guidance to current and prospective supervisors. If you are currently supervising or planning to supervise an individual for an internship or postdoctoral training, you must be prepared to answer the following questions (among others) to demonstrate that the training met the Board's standards for licensure:

- *Did you have a familial or financial relationship with this supervisee? Was the supervisee your employer?*
- *Did you carry clinical responsibility for the cases being supervised?*
- *Did you accept full legal responsibility for the welfare of the client as well as the diagnosis, intervention and outcome of the intervention?*
- *Were you responsible for ensuring that adequate records of client contacts were maintained and were clients informed that you were the source of access to this information in the future?*
- *Were you available at all times to the supervisee at the various points of decision making? Were you fully available to the supervisee in the*

*event of emergency and did you provide emergency consultation coverage when you were not?*

- *Did you provide at least one hour of face-to-face individual supervision for each twenty hours of training experience?*
- *Did the supervisee have a title designating his or her trainee status?*
- *For the internship, was there a written statement that described the goals and content of the training, that stated clear expectations for the quality and quantity of this trainee's work and that was fully established by the time the trainee began training?*



The Board's rules prohibit a psychologist supervisor from supervising a member of their immediate family, a person with whom the supervisor has any substantial financial interest, or their employer. See A.R.S. § 38-502 for a detailed definition of substantial interest.

Trainees, no matter how well qualified, are just that—trainees, until licensed as psychologists. The Board's statutes make it clear that interns and postdoctoral trainees must have or a title that designates a person's training status, which might include the term "trainee," "intern," or "extern."

Psychologists supervising an internship program should be one of at least two psychologists on staff as supervisors, at least one of whom is licensed, and who is responsible is responsible for the integrity and quality of the training and carries clinical responsibility for the

cases being supervised.

It is also important that a non-APA or APPIC internship program be an actual organized training program, not simply a job that is labeled an internship after the fact. Like APA and APPIC requirements, the Board's statutes and rules are quite detailed as to the required structure of an internship training program.

To be a postdoctoral supervisor, you will need to be licensed for at least two years in the state in which the supervision occurs. An exception is made for psychologist supervisors who are on full time active duty in the U.S. armed services, who need only to be licensed by some state and may supervise in any state. Supervisors must also be competent in the areas of functioning of the trainee.

With the discontinuation of the oral examination in 1999, Arizona has not had temporary psychology licensure. Psychologists licensed in other states should not accept a job in Arizona and move here prior to licensure, hoping for some sort of provisional licensure, or to work under the supervision and license of an Arizona licensed psychologist. While the law does allow for a psychologist licensed in another state *who resides in another state* to practice on a limited basis in Arizona for up to 20 days per year, it does not allow for this type of supervised practice for someone not yet licensed who has moved to this state.

Bear in mind that there is also a time limit on the length of internship and postdoctoral training experiences. The Board's statutes require that the internship be completed within 24 consecutive months and that the postdoctoral training be completed within 36 consecutive months. After this three-year time period, a postdoctoral trainee needs to have either passed the national examination, become licensed, or both.

Full text of the supervision requirements can be found in the Board's statutes and rules.

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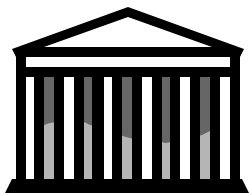
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## APPELLATE UPDATE



The following  
cases are on  
appeal in the  
Arizona courts:

- **Allender v. Board —CV2001-008193**

The Board prevailed in the Court of Appeals, which issued a memorandum decision on January 21, 2003, upholding the Board's decree of censure of James Allender, Ph.D., for commission of an offense involving moral turpitude. The Court found that a decree of censure was "neither disproportionate nor shocking". The Court further rejected Dr. Allender's argument that the censure was improper because his conduct did not occur in the actual practice of psychology. Dr. Allender has the option to request review by the Arizona Supreme Court.

- **McDonald v. Board—CV02-011329**
- **Board v. McDonald—1CA-CV02-0518**

The Superior Court of Coconino County vacated the Board's order of probation and evaluation issued to Craydon McDonald, Ph.D. on March 11, 2002. The Board has appealed the decision, and Dr. McDonald has filed a cross-appeal.

The Board has submitted its opening brief and Dr. McDonald has submitted an answering brief, which is also his answering brief on cross-appeal. The Court of Appeals has sent the case back to the Superior Court to resolve the issue of attorney fees before it hears the cross-appeal. The Superior Court has slightly increased the attorney fees to be returned to Dr. McDonald.

F.Y.I. ...

### SUBMITTING CLAIMS TO MEDICARE

Legislation was passed by Congress in 1989 that requires physicians/suppliers (i.e. "psychologists") to submit claims for Medicare beneficiaries beginning September 1, 1990. Submitting claims for non-covered services is not required. However, if a client or his/her representative believes that your services may be covered or wants a formal Medicare determination, you must file a claim with Medicare. If you fail to submit the claim or impose a charge for doing so, sanctions may be applied by the Secretary of Health and Human Services.

For more information, see  
[www.medicare.gov](http://www.medicare.gov) or [cms.hhs.gov](http://cms.hhs.gov)